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# Musket

Vol. XXIX, No. 1 | Lexington High School, Lexington, Mass. | October 1995

**The class of 1999 descends on the Senior Quad for the annual orientation barbecue. Orientation activities include a speech from Principal Lanoue, a presentation on student government, and the annual Student Activities Fair. See story on Page 3.**

*photo by Joe Yoon*

## Out with the old, in with Lanoue

### *New principal bares all in interview*

**by**
**Erika Dahlin-Lee**

Last year, the prospect of a new principal at Lexington High School was regarded with a mixture of skepticism, enthusiasm, and high hopes. Philip Lanoue, who replaced David A. Wilson as principal, seems to be an answer to those pessimists who believe that change is dead at LHS.

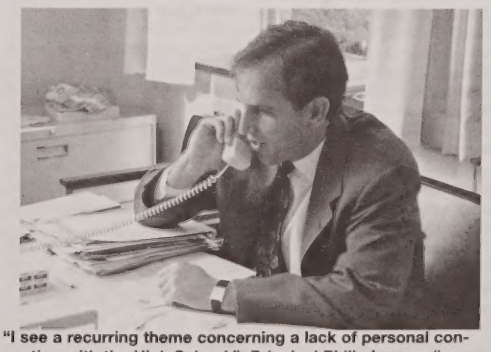
During an interview this summer, Lanoue spoke about his visions for Lexington High School. "In talking with people, I see a recurring theme concerning a lack of personal connection with the High School," Lanoue observed. "There is a problem with people listening to each other, respecting each other. There are too many students falling through the cracks." This fall, Lanoue personalized this theme during four assemblies that he held for each class in order to introduce himself to the student body. At their mid-September assembly, Lanoue urged seniors to "look out for one another" and stated that "respect is something I'm going to take seriously around here. Respect is a big deal for me."

Lanoue also has ideas for change in the way LHS operates as a teaching facility. He perceives opportunities for innovation in the Massachusetts Board of Education bill which will increase school time to a mandatory 990 hours in the academic year 1996-1997. "I see 990 as a chance to look at learning differently. The bill doesn't say those 990 hours have to be direct classroom experience," Lanoue says. "Lexington is an excellent school, but does that mean we have a lock on learning? Of course we don't, which is why we need to look at learning in a broader context."

The new principal has already begun to look at ways to creatively change learning at Lexington High School. His goals for change are focused around three groups: the Principal's Instructional Council, the School Council, and the Scheduling Committee. Lanoue recently founded the Principal's Instructional Council as a body to aid him in decision making and to help him get in touch with various viewpoints. The School Council, formerly known as the Site-Based Management Council, will most likely take on a new role under Lanoue's leadership. The Scheduling Committee, led by math teacher Kevin Kelly, will craft plans for new schedules to fit the requirements under the 990 bill in conjunction with the learning objectives set forth last year by the Superintendent's Advisory Council. Says Lanoue, "We plan to use the report from the Advisory Council as a springboard to 990."

The principal's vision for change includes searching for new opportunities and resources for LHS. "Learning doesn't occur from 8:00 to 3:00 and then just stop. We need to recognize this and draw from other sources," he explains, pointing out many resources in the surrounding community that the High School has yet to substantially utilize. He proposed that LHS seek liaisons with nearby colleges and universities in addition to forging links with town organizations.

So far, Lanoue has been highly visible at the High School, mingling with students during lunch and greeting them between classes. His open-door policy has given students opportunity to voice their opinions and ask him questions. Lanoue's outgoing attitude, combined with his constructive and forward-looking policy toward change, seems likely to lead to a successful tenure as principal at LHS.



**"I see a recurring theme concerning a lack of personal connection with the High School." Principal Philip Lanoue "connects" via telephone from his office.**

*photo by Jay Premack*

## Senate reforms elections, passes Referendum Bill

**by**
**Sarah Park**

With the elimination of homeroom this year, the voting procedure for determining student representatives has been changed. On June 14, 1995 the Lexington High School Student-Faculty Senate passed the Election Reform Bill, putting the responsibility of voting into the hands of individual students. The bill was written by former Senate Moderator Dan MacLean, class of 1995.

Under the Election Reform Bill, voting will take place in the gym from 7:00 a.m. to 3:10 p.m. on election days. Students wishing to vote must do so on their own time; they will not be excused from class to vote. Voting is not mandatory. In the past, students who wished to vote were forced to do so in the noisy, crowded, and short homeroom periods.

Many senators considered the bill a means to abolish corruption in school elections. Sophomore Senator Caroline Kim explains that often in the past "after people handed in the ballots [in homeroom], other kids would erase the original selections and fill in the dots for the people whom they wanted to win."

Sophomore Senator Andy Bechtel comments, "[Although] it's a hassle to go where the elections are held [to vote], it's worth it to get an honest election."

The Election Reform Bill was also seen as a way to create independence in the voting process. The decision to be involved in the school's democratic process is up to the students, as Senate Secretary Monica Martinez-Tamayo noted: "[The bill] treats us more like adults. It turns voting into our own responsibility. We have to be individual thinkers."

The Freshman Elections, scheduled for Friday, October 13, were the first LHS elections to be modeled after real-world democracy. Senior Dalia Hochman comments that "the Election Reform Bill will allow us to experience an election like those that we will soon encounter outside of school."

The Student-Faculty Senate also passed the Referendum Bill last June. Introduced by now-senior Senator Dave Eisner, the bill allows students to put referendum questions on the ballot during the spring elections.

The referendum policy applies to bills that have been presented and voted down in the Senate. The author of a referendum question must then produce a petition with the signatures of 15% of the entire student body, plus the signature of one certified staff member for every ten student signatures obtained. The bill would then be placed on the spring election ballot. If a referendum receives a two-thirds majority, it then goes to the School Committee for final approval before becoming part of school policy.

Senior Senator Cynthia Lin notes, "Whenever there's a discrepancy between what the senators believe

***SENATE-Continued on Page 2***

## Lexington Honors Leonard

**by**
**Dan McFadden**

Jeff Leonard, LHS band teacher for the past twelve years, was recently awarded the 1994-1995 Lexington Teacher of the Year Award for Exemplary Teaching, an honor awarded based on nominations from fellow staff members.

**"I'm in it for life here."**

*-Teacher of the Year Jeffrey Leonard*

"The biggest honor is the fact that it comes from my colleagues," Leonard says. "I think the thing I value about it the most is that I look at some of the past recipients as role models." Past LHS exemplary

***LEONARD-Continued on Page 2***

## *Inside*

**Theology class a smash**

The Shohet/Murray collaborative English class, Theology in Literature, takes off to rave reviews. *Page 3.*

**Class sizes questioned**

More isn't better when it comes to the number of students per teacher. Editor Steve Pawliczek comments. *Page 4.*

**Debaters off to roaring start**

Once again, no one can dispute the success of the Lexington debate team. *Page 6.*

**Swimmers undefeated**

So far this season, no swim team has proved a match for the women of LHS. *Page 8.*

**Guidance counselor Adrinell Washington (center), looks extremely happy on his first day working at LHS. Apparently these two students have yet to tell him that classes are starting at 7:45 am this year.**

*photo by Jay Premack*

# Leonard & LHS: twelve years of beautiful music

***LEONARD-from Page 1***

teaching award winners include English teacher George Mechem and social studies teacher George McCormack.

Leonard first came to LHS as a student teacher. He felt dazzled by the high-powered staff around him, including Sandy Peaslee, a choral instructor and co-writer of the Advanced Placement exam in music; Joe DeDemenico, chairman of the Massacusetts Music Educators at that time; and Don Gillespie, a former MME chairman.

**"...art works...touch people's lives, make people think, reflect human nature..."**

*-Music teacher Jeffrey Leonard*

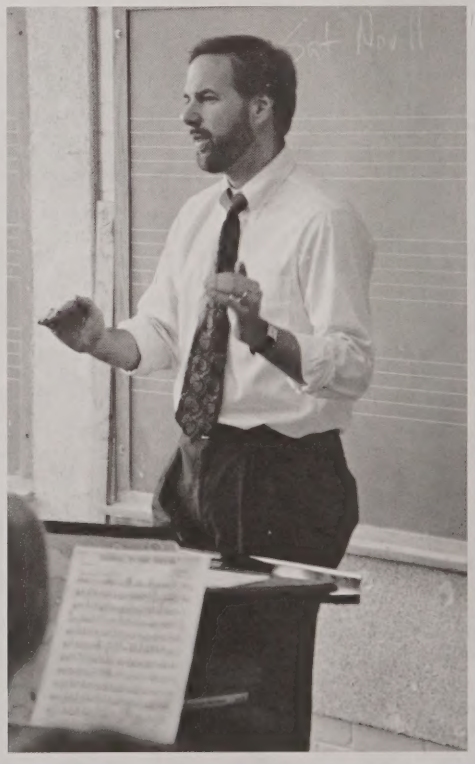
"The faculty here at the High School were just so committed and so good at what they did that I couldn't imagine it any other way...These were people who had really devoted their lives to [LHS]...It was really intimidating to come on board," says Leonard of his early days at LHS. "I really got fired up about the possibility of teaching."

Leonard's musical background dates back to the seventh grade. In high school he was deeply involved in a number of musical groups. After graduating, he went on the road with a night club band, sometimes playing six nights a week while studying part-time as a music major at George Mason University in Virginia. After two semesters at George Mason, he came to Boston, enrolling as one of the first students in Berklee College of Music's double-major program. Leonard majored in both music education and jazz composition and arranging.

"It was a five-year program, but I didn't have the money to do that, so by testing out of things, I finished it in four years. It was kind of cool...the first graduates of the double-major program were supposed to be in '83, but I graduated in '82, so I was the first person to graduate. At the commencement ceremony there was this huge program listing, and it was just me," Leonard recalls.

When he came to LHS after graduating from Berklee, Leonard taught Theory and Harmony Analysis, Jazz, Band, and Wind Ensemble. In the twelve years since then, the jazz program has grown to four groups and two ensembles, and band enrollment has increased to 95 students. "I like teaching music...I'm in it for life here," Leonard admits.

Leonard has been involved in a number of student activities, notably the school musicals. "Working with [LHS drama teacher] Steve Bogart has really been enlightening," confesses Leonard, who thinks that the entertainment value of the arts is secondary to their education worth. "[Bogart] is very committed to the concept of drama education rather than theater re-education, in other words, not how you are going to put on a production, but why productions are important. Why are they art works that can touch people's lives, make people think, reflect human nature, human values, or social conditions of now and past



**Jeffrey Leonard leads the LHS band in some marvelously melodious music-making.**

*photo by Jay Premack*

# Senate alters voting process

***SENATE- from Page 1***

and what the student body believes, the Referendum Bill would allow the students to have another way to make a difference in school policy." Martinez-Tamayo agrees, stating "the Referendum Bill is an excellent way to ensure that students know what's going on in school. A student who wants to make a petition would have to talk to a good part of the student body and trigger the formation of many opinions on the issue at hand."

**"The bill creates a venue for airing the student body's feelings."**

*-Senior Dalia Hochman*

Hochman comments that with the passing of the Referendum Bill, "the Senate doesn't seem so much like some obscure body of students and faculty who decide what goes on at LHS. The bill creates a venue for airing the student body's feelings that might not otherwise be heard."

# LHS sports teams rouse school spirit

**by Dafna Hochman**

This summer it seemed that the cheerleading squad would never again boisterously declare LHS a tower of power. But with a new year, a new principal, and the return of the cheerleaders, school spirit is at an all-time high. The renewed enthusiasm and fervor of all sports teams and the entire student body was obvious at the Second Annual Pep Rally on September 29.

The screaming and clapping bursting out of the Ralph Lord Gymnasium could have awakened Lexingtonians within a two-mile radius. As captains of each team rose to talk about the team's record, strengths, and upcoming games, Assistant Principal Arthur Dulong found it difficult to quell the cheering.

Besides the noise, a sea of blue and gold inundated the gym. Blue and gold streamers decorated the room, and many teams wore their jerseys to show team unity. Some teams opted for more non-traditional attire: volleyball players attended in pajamas and swimmers sported the farmer-turned-swimmer look. Cheerleading co-captain Allyson Cavaretta appreciated the opportunity to wear her uniform, saying that she "wanted the whole school to know that the cheerleaders were back in full swing."

After the official ceremony, the lights dimmed and everyone, athletes, teachers, and Principal Philip Lanoue, started dancing. Senior Petra Slezak, the volleyball co-captain known fondly by her friends as a walking pep rally, mentioned that Lanoue's "dancing in the middle of a circle of V-ball players added much to the excitement. He is really a pretty good dancer."

Most people in attendance agreed that the DJ was pretty good for a school-sponsored dance, especially when the electric slide contest became a real competitive venture. Slezak and others only regret that while "there was a lot of bonding within one's own team, [there was] segregation among teams."

# News Briefs

### CUSTODIAL STAFF CUT BY 20%

Due to budget cuts, the number of custodians at the High School has been cut to 12 from 15. At this time, however, only ten custodians are functioning at the High School. One has resigned, and another has been transferred to another school as a result of seniority issues. Fortunately, the vacant positions will soon be filled to bring the total back to twelve, assured Assistant Principal Tony Capezza. Capezza indicated that the number of hours each custodian works per week has not increased. "They still work eight-hour shifts," he explains. Other schools in the system have faced similar cuts.

### YEARBOOK GARNERS AWARD

The 1995 Lexington High School yearbook, *Mapping the Routes*, recently won a first place award from the American Scholastic Press Association of College Point, New York. Headed by editors-in-chief Katie Gross, currently an LHS senior, and Emily Theriault, class of 1995, the student-produced publication received excellent markings in all areas, with a perfect score in general page design.

The yearbook earned high ratings in many sections, including student life, portraits, athletics, and clubs and groups. In addition, strengths in layout design, artwork, photography, graphics, and overall creativity were recognized. As a whole, the yearbook was honored for its effort "to instill school spirit and memories throughout the academic community."

The 1994-1995 yearbook staff included Chris Amar, Ceylan Ayasli, Maria Bennani, Emily Blumsack, Julie Bonner, Lucy Brank, Josh Caras, Carissa Carter, Eling Chang, Christine Chiou, Karen Delaney, Amy DiLuna, Maria Fatouros, Laura Ginns, Lisa Gordon, Jack Hamilton, Jeremy Hartman, Christine Ko, Beth Lager, Jamie Lee, Alissa Menovich, Shira Miller-Jacobs, Margot Minardi, Elise Moultrup, Jennifer O'Connor, Jean Park, Kate Peltz, Sarah Rosner, Jenny Stieglitz, Sharmin Syed, Jantrue Ting, Joe Yoon, and Hui Yung.

### STUDENT WRITERS HONORED

Seniors Marisa Cravens and Karsten Schoellner received awards from the National Council of Teachers of English for outstanding performance in the association's annual writing competition. Over 3000 high school juniors submitted their best writing for evaluation by the contest's organizers. Cravens and Schoellner were two of fewer than 900 who received the Council's commendation.

*News Briefs were compiled by Jean Park and Ken Shei.*

# Praise the Lord for Theology in Literature!

by
**Nick Rose**

Students entering C-caf in the mornings this year have encountered an unexpected and sometimes unnerving spectacle: fifty pairs of eyes staring accusingly at them for interrupting a class. The class is Theology in Literature, a newborn course taught by English teachers Kevin Murray and Richard Shohet.

The class evolved from a course Murray taught several years ago called Bible as Literature. Recently, Shohet suggested a new class based on the old one. His original request was first approved, but later canceled, for the 1994-1995 school year. A petition circulated by veterans of other Murray and Shohet English classes garnered much support and interest in the course, allowing it to be offered as a senior English class in 1995-1996.

**"Because of the kids involved, [this course] is the most exciting thing I've done as a teacher."**

*-English teacher Kevin Murray*

When the course opened for enrollment last spring, there was question about how many students would sign up for this trial class. However, the combination of two popular English teachers and an interesting topic produced overwhelming student enthusiasm. Not only did the one-section course fill up quickly, but the English department was forced to expand the course to two classes to enable all interested students to enroll.

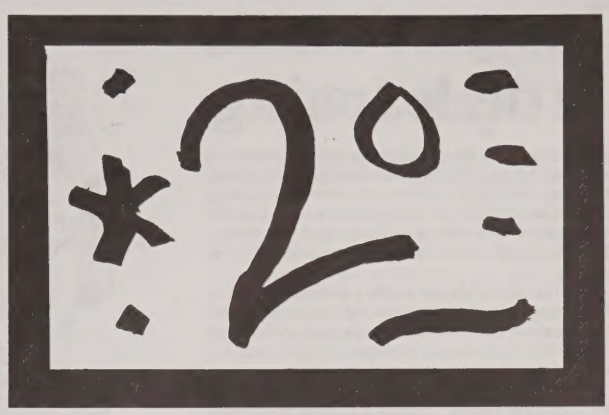
In addition to the fact that it is taught by two teachers, the class is unique in almost every aspect. At the beginning of the year, students voted on major questions regarding the structure of the class. The class voted to meet twice a week in a large group of all students enrolled and twice a week in two sections of about 25 students each. Students also decided to give the course honors status and allow students and possibly parents a major role in the grading process. Although every member of the class is required to produce a substantial piece of writing every two weeks, students have considerable freedom in choosing assignments, with Murray and Shohet offering suggested topics to explore.

The reading list for Theology and Literature reflects the encompassing and challenging nature of the course. Required reading includes John Milton's seventeenth-century epic poem *Paradise Lost*, the "Inferno" from Dante's *Divine Comedy*, William Faulkner's novel *Light in August*, and the Hebrew scriptures. Class discussions and lectures may focus on anything from the different literary and theological traditions of the early books of the Bible, to animals' visions of God in *The Wind in the Willows*, to the theodic question: why would a just god let bad things happen to good people?

Most students in Theology and Literature have had at least one of the teachers before, providing a constructive framework for discussion. Murray explains, "Because of the kids involved, [this course] is the most exciting thing I've done as a teacher. A number of the students have been with me for two or three years, allowing me to build relationships with them that I can't build in a one-year course."

The course attracts individuals with varying theological and religious beliefs, from ardent atheists to those who believe in the Bible as literal history and law. This diversity of views helps the class function, providing the basis for lively class discussions. According to senior Jerry Titus, "The religious diversity of the students and the Siskel and Ebert-like contrast in beliefs between Mr. Murray and Doc Shohet make up one of the most thought-provoking classes I've ever taken."

The class in general seems to be very popular among its students, who are hopeful that it will continue as a senior English elective in future years. Remarks senior Susie Kwon, "I love this course. If other kids didn't get a chance to take it, it would truly be a shame."



**Here is the actual drawing that haunted dozens of LHS students.**

# After three years of absence, mysterious drawing reemerges

by
**Eun Young Choi**

Many students gawked when they were approached and asked for their interpretation of this work of art. For some, like sophomore Ayon Roy, the answer was quite easy. He declared that it was the "Hebrew symbol for life!" After further contemplation and correction from his Hebrew-reading friends, he retracted his previous statement and said, "No. That's a face."

But for the majority of students, any interpretation of this work was difficult to articulate. Perhaps one of the reasons for this reaction was the profound abstractness of the work. Several people simply stared in awe, devoting entire double lunches, "announcement" periods, and biology classes to gazing at the picture. Sophomore Laura Jansen had to sit down for a few minutes while her eyes bulged and jaw dropped. She finally declared, "I have no clue!"

Most frequently asked questions were "What is is supposed to be?!?," "Is this the right way up?," and "This is one of those psychological ink-blot things to test my mental sanity, right?" When reassured that the drawing was not part of an assessment of his mental stability, sophomore Ranjan Roy blurted, "It's a man running in the rain with a ninja star about to circumcise him."

"Yeah, this is a 20. I don't know what the rest of the stuff is," senior Adam Bund responded suavely. The "20" interpretation was shared by many, ranging from sophomore Chris Beltz's "This is a 20" to senior Brandon Murakami's unusually intellectual observation, "This is a 2. This is a circle. This is a line. This is a star. These are dots."

Sophomore Oliver Sellers was perplexed by the deep philosophical aspects of the piece. At the end, he simply gave up on explaining it using Freudian terminology and said, "It's a face." Classmate Mary Osten quickly replied, "All I can see is a bird eating something... here's its beak, and here's its food."

Junior Jana Unkel captured a completely different aspect. "This is a clock with squiggles on it," was her explanation. When her friend Ashley Osgerby looked confused, Unkel explained, "Here are the hands, and here are the squiggles."

Senior Alex Roetter seemed quite convinced that his unique answer was right. "You know what this is?" he asked. "It's a yooloo backslam underwear."

Other unique answers included sophomore Emily Razzano's statement: "It's a peacock and a face. No, it's a peacock's face, see?" Classmate Radu Istrate seemed determined that it was a rollercoaster. Ed Neumeier, another sophomore, concentrated for awhile. He then proceeded to throw his hands in the air and declare, "I don't know."

# Diary of an average American senior

**found by**
**Matt Kishlansky**

*Wednesday, September 6, 2:00 p.m.*

It's hard to wake up so early, but my mom says I have to get used to this because school starts again tomorrow morning. Last night was rather tame compared to the rest of my summer. After getting off work at ten, I headed to my home away from home, the Mobil station. Disappointed by the small crowd there, I checked out several other clandestine hotspots for local nightlife. On my way home, I drove past the smoking corner to psych myself up for the next day.

*Thursday a.m.*

I am happy to arrive at school on time, 7:55. My counselor greets me in the hall and informs me that the School Committee has banned my schedule. Apparently, students are required to come to school on Fridays. She also reminds me that I am ten minutes late, but my tardiness turns into a blessing because I don't have to listen to that loud, offensive, obnoxious kid on the PA. The bell rings to mark the end of "extended homeroom" and

***SENIOR- Continued on Page 6***

**Seniors Keisha Simmons and Mindy Monteiro represented the Lexington Savings Bank at this year's Student Activities Fair.**

*photo by Joe Yoon*

# Activities fair a big success

by
**Sarah Park**

What do a rook, a mustard seed, and an eggplant have in common? Nothing really, but they were all represented at this year's Student Activities Fair. The annual activities fair, held on Thursday, September 14, gave all freshmen and sophomores an opportunity to sign up for a variety of clubs. Members from over thirty different clubs scattered around the field house, trying to recruit students for their groups.

Many clubs used creative methods to attract potential members. Most sported colorful posters and signs; others offered interactive displays. For example, an ongoing chess match which caught the attention of many enthusiasts proved to be an effective way to draw people to sign up for the chess club. Some club representatives weaved within the crowd, holding posters, while other spirited students danced on chairs to gain the attention of underclasspeople.

In addition to visual attractions, another popular publicity method was verbal interaction. Many representatives were eager to explain why students should sign up for their clubs. According to senior Lily Filip, one reason to join the Ultimate Frisbee Club is to "meet all these buff older guys with cars."

In addition to familiar organizations such as the Drama Club, *Folio*, EPIIC, Mustard Seeds Christian fellowship, and language clubs, a number of new groups were present at the fair. "At any high school or college, clubs and activities are going to naturally evolve as the student body changes," Assistant Principal Arthur Dulong explained. Some of the new clubs at LHS include the Vegetarian Club, Animal Welfare Club, Peer Mediation, a Big Brother/Big Sister program, *Literati* magazine, the Needle Arts Club, Lexington Awareness of Gay and Lesbian Youth, and the surprisingly popular Ping Pong Club.

Assistant Principal Arthur Dulong, who is in charge of student affairs, observed that "this year a lot of the clubs seem to be related to social awareness...I think that's a healthy, positive sign. It says a lot about the student body."

Student opinion of the activities fair was generally positive. Sophomore Kevin Chen commented, "the activities fair was worthwhile because it allowed you to see all the stuff you could do at LHS." Senior Sarah Rosner, a representative from the French Club, added that although the fair was "crowded and chaotic, the purpose [was] good." Pointing out that "you couldn't really hear what everyone was saying," sophomore Jessica Tsai expressed agreement with Rosner's assessment.

# Large classes, little learning

Any student who has ever taken Western Traditions knows that English teacher Warren Brown does not readily tolerate tardiness. However, an additional incentive for punctuality this year is that latecomers are often forced to drag desks into the classroom from across the hallway. Evidently, whoever furnished the high school did not anticipate classes of 28 students.

Over the course of the past decade, a combination of diminishing financial resources and growing student enrollments has engendered a trend toward larger class sizes. As is the case with Western Traditions, the enrollment of many courses currently exceeds the traditional limit of 25 students.

Increased class enrollments are undeniably detrimental to the educational process. Students are robbed of individual attention from instructors and opportunity to actively participate in discussion. Teachers are forced to endure an unfair burden with regard to preparation and grading. Furthermore, as class sizes increase, there is a concurrent decline in the teacher's ability to maintain control. Worst of all, teachers begin to view students only as names on the attendance list rather than as human beings.

Nothing is more fundamental to the educational experience than classroom instruction.

The solution to this problem is funding for the hiring of additional teachers. Critics charge that the town simply can not afford that luxury. However, Lexington is among the wealthiest communities in the state, with a relatively broad tax base. Furthermore, the residential tax rate of Lexington is substantially lower than the rates of comparable communities such as Concord and Winchester. Thus, the primary obstacle to lowering class sizes seems to be not the lack of financial ability but rather the lack of will and desire.

Nothing is more fundamental to the educational experience than classroom instruction. When such an academic essential falls prey to budgetary constraints, perhaps there is a need to reassess spending priorities. On the other hand, the school could always implement a universal "bring your own desk" policy.

**-Steve Pawliczek**

# Student IDs must return

Lexington High School's class of 1995 was the last grade to receive student identification cards. The Student-Faculty Senate's efforts to bring back ID cards will undoubtedly benefit the school.

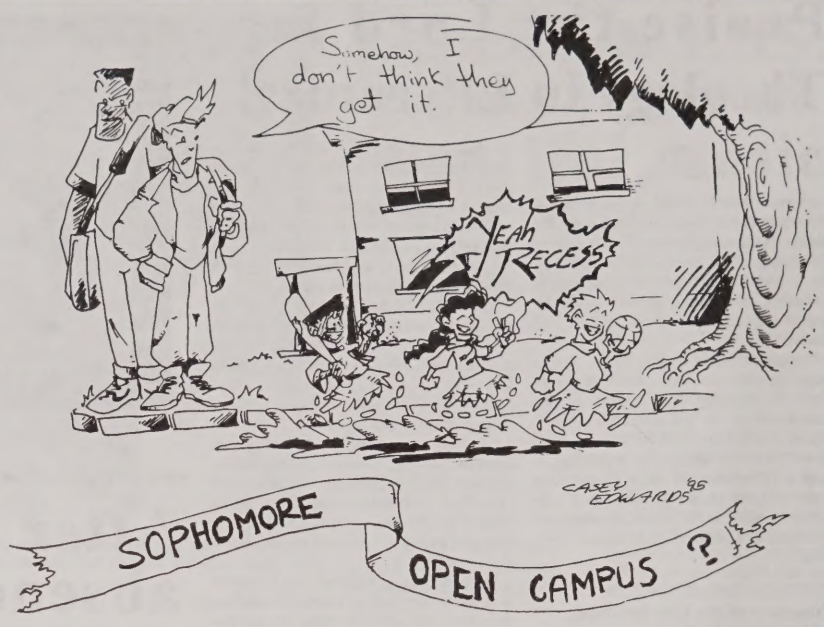
Student ID cards are more convenient that most other forms of picture identification. The most common photo ID is a driver's license. Unfortunately, many students at LHS are not of legal driving age and do not possess a license. Other forms of identification, such as passports, are more difficult to obtain and replace than student IDs. In an ironic twist of fate, everyone requesting a passport must show identification. Passports and licenses also contain information that someone who found the ID could abuse. Photo ID cards, should they be re-issued, would be the only standard proof of identification students would have to carry with them.

Picture identification cards are often required for various school and business operations. The school is turning its back on students by not issuing IDs itself. Banks require a photo ID when people wish to withdraw funds without their account numbers. Businesses always check identification before accepting checks. Video stores and similar organizations often require a picture identification before giving out an account. And of course, the PSAT and SAT tests request picture identification.

Student identification presents many other advantages to students. Many organizations such as the MBTA, Amtrak, and HMV offer special student rates. Local businesses also offer discounts to any LHS student with an identification card. In these situations, no other form of identification is accepted. Students need school-sponsored identification cards to prove that they are students.

When the school stopped issuing student identification cards, it hurt the students. Now the Policy Committee of the Student-Faculty Senate, with the support of the high school administration, is writing a bill to organize the re-issuing of student ID cards to incoming freshmen. The return of student ID will benefit every student.

**-Dave Eisner**




# NHS selection process needs overhaul for fairness' sake

The National Honor Society selection process is arbitrary, secretive, and elitist. Incidental friendships, connections, or animosities between applicants and teachers can make or break a student's chances of acceptance. The average student who desires to join the society has no knowledge or comprehension of the selection process or of the relative weight attached to the application itself compared with teachers' recommendations.

The selection process begins when students with a weighted grade point average of 3.8 or above receive a notice encouraging them to fill out an application. After all of the applications are complete, every teacher receives a list of potential members of the society. Faculty are asked to indicate which students they highly recommend, recommend, or do not recommend to become members. One teacher who is closely involved with the selection process explains, "Most teachers don't bother to fill out recommendations."

An enormous problem with this process is that one unfavorable recommendation can obliterate an applicant's prospects of being accepted. As one disheartened former applicant put it, "I don't know why I was rejected, but I do know that I had a very antagonistic relationship with one of my junior year teachers. I think I deserve a more balanced evaluation than that." This sentiment is widespread among seniors.

An unfortunate result of inevitable teacher bias is that some students are accepted solely on the basis of a few positive teacher recommendations. Students who receive more than a threshold number of recommendations are automatically accepted into the NHS before anyone on the selection committee reads their applications. Only the applicants who don't receive enough "teacher brownie points" have their applications reviewed by committee; of those, only a fixed number are allowed to join the society. This process is a disincentive for students who are "in" with teachers to spend time on the application.

This flawed system devalues the community service activities mentioned on the application while overemphasizing classroom participation and academic excellence, traits that are presumably factored in with the initial criterion for application: a student's grades. A student who has an acceptable GPA and extensive community service experience but is quiet and reserved in class will find it more difficult to be accepted than a student who deliberately cultivates relationships with teachers.

Another major problem with NHS admissions is the secrecy of the process. Students are not aware of little nuances in the procedure and are therefore hung out to dry because the lack of information given to prospective applicants unfairly misrepresents the importance of the actual application.

Giving students a role in the application process may diminish some problems. NHS applicants could also write "highly recommended," "recommended," or "not recommended" next to other applicants' names. Using this method, students, who probably know ten times as much about a particular individual's role in the community than a teacher, would be able to express their opinions. The notion that teachers know best and the assumption that the application process would turn into a popularity contest if students participated is demeaning. Seniors at Lexington High School have the ability to make objective decisions if their importance as members of the larger school community is recognized.

Input from students should be considered only alongside the student's own self-description and list of activities, coupled with comments from teachers. Certainly no single factor, especially one as simplistic and non-qualitative as a one-word "OK" from a teacher, should cast the deciding vote in the admissions decision, as is often the case in the status quo.

Some change in the selection process is necessary to allow the National Honor Society to reach its full potential as an organization devoted to community service. As a current member of NHS states, "The club excludes a lot of students. A community service activity shouldn't be so elitist."

**-Adam Bund and Kiran Raj**

Musket

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WHY THE KIDS DOWNSTAIRS WERE PISSED OFF AT THAT NEW KID MARVIN

# ...But a busing fee increase is fair when money is short

Recently a series of letters to the editor of the Lexington Minuteman has stirred up an interesting controversy. It started when Mary Bowes, a parent, published her adamant letter of disgust towards the recent changes in school bus transportation. In this letter, she raises the age-old issue of where the much-needed new revenue for the school should come from. She wonders if the School Committee is making decisions that are fair to all involved.

Over the past decade, state funding has been universally tightened. In an era of downsizing and cost-efficient measures, money has become scarce throughout Massachusetts. Exacerbating the situation, Proposition 2 1/2 has not allowed for the growth in tax revenue necessary to allow adequate funds to reach the public schools. With a decrease in funding, school officials are having difficulty meeting the needs of a student population that has grown more than 20% in the last five years.

Each spring, the School Committee works diligently to try to make ends meet in the budget. New sources of revenue are sorely needed to maintain the high level of quality education in Lexington public schools. Barrie Peltz, a member of the School Committee, states, "We try hard to generate additional revenue in areas so that families will have the alternative of avoiding the [bus] fee."

In her letter, Bowes expresses her sentiment that this year's price increase for all students within two miles of their school is both inappropriate and unfair. She also argues that Lexington taxpayers have already contributed enough towards the school system and should not have to face the financial burden of having to pay for transportation as well. She can't understand why all busing is no longer subsidized as it was seven years ago. In her opinion, the overburdened school system should have to take on the additional responsibility of providing transportation for all its students.

As the problems the school system face loom ominously over the horizon, it seems inappropriate, short-sighted, and selfish for parents to assume that the school system can take on this additional burden. After months of careful examination, the School Committeee believes that the only sensible solution to the school system's economic woes is to minimize the excessive subsidization of bus transportation. What would probably surprise Bowes is that despite the recent rise in bus prices, the public schools are still losing a substantial amount of money for each student who rides the bus. Despite the $55 increase from $125 to $180 per student, the town still incurs a $70 loss for every child riding the bus.

Is it really unreasonable for a strapped school system to ask parents of families who live within two miles of the school to pay a reasonable fee? Though hardly exorbitant, the fee increase has freed more than $290,000 that can be spent in the schools. For parents who share Bowes' opinion, there are two options. They can either coordinate a carpool or buy their children bikes...and helmets.

**-Nick Bartlett and Kiran Raj**

# What longer school day?

The 1995-96 school year at Lexington High School was going to be a disaster, with less time outside of class to do more homework from longer classes. Many students dreaded coming to school on September 7 because extended class periods awaited them. Replaced by torturous hour-long periods, forty-five-minute classes would be a thing of the past. Fewer study halls and no homeroom just wasn't going to work. School's starting at 7:45 was bad enough, but sitting at a desk for sixty minutes certainly was not going to make a happy camper out of any student. The twenty-minute lunch periods would be just too much to take. How would students with open campus and cars get back from McDonald's in time for classes? School was definitely going to be unbearable this year, right?

Wrong. At first the 990-hour school year required by the Massachusetts Board of Education last year seemed to be an impossible goal to attain. The 990 hours can only be spent in academic classes; passing time, study halls or free blocks, homeroom, and lunch are not considered part of the school day. However, I found this September 7 just like any other first day of school. I hardly noticed the schedule change. Once there were no more information cards to fill out, the classes seemed to go by very quickly.

Many other students also seemed hardly to notice the change that was supposed to ruin their school year. Homeroom was a waste of valuable learning time. It consumed fifteen minutes, including passing time, so that students could sit idly in some classroom for five minutes' worth of announcements and mail. The new five-minute announcement periods efficiently take care of intraschool communication. Students learn responsibility by checking their own mail in the house office folders.

The only problem with the new schedule, then, is the issue of lunch periods. Student who want to buy lunches from C, D, or F cafeteria must wait in ridiculously long lines for almost half the lunch block. Though racing to cram lunch down in the ten minutes before the bell rings is not a healthy way to eat, this schedule is just a little disruption to an otherwise "normal" school year.

The state's decision to require 990 hours of instruction was smart. American students can not compete with their foreign counterparts who receive almost double the academic education that Americans do. Japanese students go to school for about 243 days a year, with longer days and weeks than LHS has even now. Students in Massachusetts will benefit from the mandated 990 hours because they will receive better educations with more time to learn. Curricula can be covered evenly throughout the year, eliminating the ritual rush to finish the textbook before school ends. Currently, some vital information is not taught because there just isn't enough time.

The 1995-96 school year is supposed to be the "transition year" during which it is logistically possible, though not required, for a student to be in class for 990 hours. As this year's schedule has proven to be no more painful than previous ones, the eventual switch to 990 is hardly worth all the fuss.

**-Dow-Jane Chi**

# Left and right clash: opinions on affirmative action

## *Chris Amar: It's the best catalyst for socioeconomic change.*

All citizens of the United States have been guaranteed equal protection under the law. The fight for rights has embraced social and economic equality as its goals; one cornerstone of the struggle must be the redistribution of wealth. Affirmative action remains an essential structure to achieve those ends.

Ideally, I favor the redistribution of wealth and opportunity by means far different from affirmative action. Wise government spending and well-organized community programs could directly effect complete equality by providing everyone with a strong education, renovating the inner city, and strengthening families. The ideal of unlimited social mobility, prevalent since the Jacksonian era, could then be realized. The "lower" classes could use the government programs to better their condition, consequently molding the social pyramid into a social ellipse.

The actual implementation of this plan may never be realized, at least not in the foreseeable future. Affirmative action, then, is the best catalyst for socioeconomic change that exists today. As the richest quintile owns 94 percent of America's wealth, a class-based policy seems logical and progressive. Not only would the impoverished feel less forsaken and the dream of redistribution of wealth be partly fulfilled, but the divisive tendency of race would be lessened.

However, a class-based policy is almost as unlikely as a rapid increase in productive public spending. The underprivileged in American history have always been ready to fight for

*AMAR-continued on Page 6*

*A message to our readers:*

*Two years ago, the Student-Faculty Senate voted to increase the number of community service hours required for graduation. Last year, an explosive incident between students opened a dialogue about race, discrimination, and cross-cultural understanding at Lexington High School. The publication of a study revealing increasing drug use nationally among high school students prompted discussion of substance abuse here. This year, students formed a number of new clubs focusing on social concerns and activism. A search for a new principal provided the opportunity for Lexington parents, students, teachers, and administrators to search outside the immediate community for innovation and improvement. All of these changes show that increasingly, Lexington High School is not a self-contained microcosm but a diverse community inextricably connected with the outside world. Consequently, this year the* Musket *opinion pages will examine topics of debate outside the walls of LHS.*

*In this issue, two members of the* Musket *editorial board share their views on affirmative action. The debate about equality of opportunity for persons of all backgrounds is hardly less controversial today than it was thirty years ago when the first so-called "affirmative action" policies were instituted. The* Musket *encourages all readers with opinions on this subject to submit letters to the editor. We will print as many opinions possible in the November issue. It is our hope that the* Musket *can be a forum for a range of opinions on issues of broad concern.*

*-The Editors*

## *Matt Kishlansky: What's so affirmative about affirmative action?*

The concept that dominates all discussions of affirmative action is discrimination, commonly defined as showing partiality in favor of something or prejudice against it. The creators of affirmative action attempted to prevent the latter by implementing the former. In a short period of time, preferences were supposed to allow minorities and women the opportunities that they would have otherwise been unable to pursue. Advocates continued to forecast that affirmative action would allow minorities to demonstrate their abilities and compete in the marketplace. After an indeterminate (although assuredly brief) period of time, they claimed these preferences would no longer be needed because minorities would have established themselves as worthy competitors. Summary: in order to level the playing field for minorities, they wanted to slant it in their favor first.

Thirty years later, the problem is far from solved. Minorities have been given the opportunities and resources of which they had been deprived, yet an imbalance still exists. Democrats and Republicans, blacks and whites, women and men have all spoken out against this policy. Although their specific reasons may differ, the bottom line is the same: they all agree that affirmative action is discriminatory.

Senator Alan Keyes of Pennsylvania, a black and a Republican candidate for President, has become the GOP's spokesman on affirmative action. Keyes argues that in attempting to end discrimination against minorities, affirma-

*KISHLANSKY- continued on Page 6*

# Two perspectives on affirmative action

*AMAR- from Page 5*

more representation, but the majority of Americans who feel comfortable with their current situations have been reluctant to support any radical change in governmental policy.

We are therefore left with the current system, a race-based affirmative action policy. Opponents of this form of affirmative action have "reverse discrimination" and "closet racism" as their mantras, hoping to make its supporters cower in fear of being branded racist. This is reminiscent of the empty but highly destructive assaults made by the committees on un-American activities of the 1950's. Affirmative action has worked, and it must continue to work if real equality is to be reached.

The percentage of all black adult males with white-collar jobs has increased from 12 percent in 1960 to 30 percent in 1990, but that is still substantially below the 48 percent of white males with like social status. Affirmative action is an attempt to make American society, this greatest of democratic experiments, even more just. Therefore, how long affirmative action policies have been in existence is irrelevant to the debate about them. Until as large a percentage of minorities are at the same level as their white counterparts, affirmative action is necessary. Only then, when equality of socioeconomic position has been reached, can affirmative action be interred with all other laws that were deemed necessary when discrimination had taken the place of equality and certain inalienable rights.

Its opponents also argue that affirmative action undermines the achievements of minorities. Using the words of Dr. Martin Luther King, Jr., to their own advantage, conservatives assert that individuals of all races want to be judged not "by the color of [their] skin, but by the content of [their] character." However, these critics do not understand that affirmative action policies, when first created under the Kennedy and Johnson administrations, and, unfortunately, in many situations today, have been deemed necessary because some white Americans would not judge minorities without prejudice.

Finally, opponents of affirmative action ignore the fact that diversity itself is valuable. Affirmative action by no means benefits only those who are directly affected by it. When we interact with people of different backgrounds and lifestyles in schools and workplaces, we come closer to understanding those things that connect us all as human beings. In a world plagued with problems, we can not afford to keep silent the voices of whole peoples and cultures who may hold the different perspectives, beliefs, and traditions necessary to distribute prosperity, opportunity, and happiness to all individuals.

*KISHLANSKY- from Page 5*

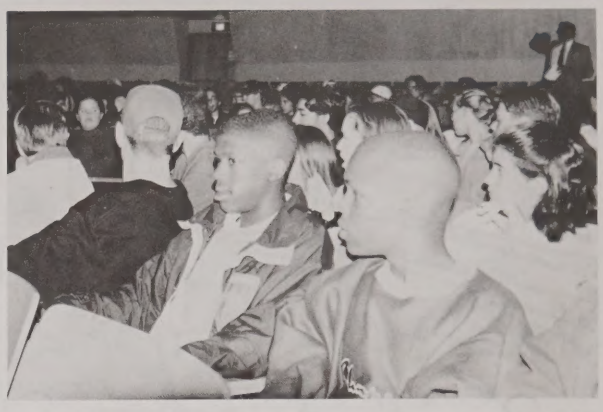
tive action has enhanced the stigma against all successful non-whites. Every time a member of a minority group gets into an Ivy League school or receives a job with a major corporation, he is immediately labeled an affirmative action beneficiary. Keyes worries that this unanticipated side effect of race preferences has fostered racial resentment between whites and minorities. Furthermore, it undermines the confidence of successful individuals of diverse races; they feel they are successful because the standards were lowered for them. No matter how impressive their resumes are, they will always have doubt in the back of their minds.

The above critique, while a valid concern, has serves as a cover for the issue which has been most obvious from the start: reverse discrimination. In attempts to diversify, colleges and companies alike have accepted minorities at the expense of more qualified whites. The most famous instance occurred in 1978 in *Bakke v. California*. In this case, Bakke had applied to medical school in California and was denied, although some less qualified minority students were accepted. The Supreme Court ruled that race could only be one factor in admissions and hiring procedures.

> The current system discourages the pursuit of education and self-improvement.

Yet by the 1990's, affirmative action has become more pervasive. Frustrated and unemployed whites attribute their bad luck to incompetent workers who have benefited from quotas. The message sent is that minorities don't have to work as hard or be as qualified because they don't have to compete against whites anymore. Their anger seems justified: how can we condone continued discrimination against qualified candidates simply because their less qualified counterparts need jobs too? The current system discourages the pursuit of education and self-improvement. What's so affirmative about affirmative action?

The answer is to junk all forms of racial preferences in one massive revolt; everyone will then be judged purely on merit. Individuals who are successful, whatever their race, will not be viewed with everything but respect. This change will begin to mend the racial divisions in this country. Image will be replaced by merit, instead of discrimination being replaced by discrimination.



**New principal Philip Lanoue held assemblies in order to introduce himself to every class. Here sophomores listen intently to Lanoue's speech.**

*photo by Joe Yoon*

# Debaters continue nat'l reign of terror

**by**
**Mike Horowitz**
**and Alex Roetter**

Despite the loss of several key members who graduated in June, the debate team began the year with a bang once again. Varsity policy debaters Mike Horowitz and Alex Roetter, both seniors, won the respected Charlotte Latin Invitational Tournament on September 24 in Charlotte, NC. Seniors Nick Rose and Leah Platt reached the quarterfinal round at the same tournament. All four received speaker awards in the top ten for their outstanding debating skills.

In Winston-Salem, NC, the previous weekend, seniors Kiran Raj and Jacob Krich prevailed over more than 100 teams to reach the semifinal round at the Wake Forest Early Bird Debate Tournament, where Raj was named fourteenth speaker. At the Edison High School tournament in Alexandria, VA, Lexington tasted success yet again. Seniors Brandon Murakami and Adam Bund reached the final round, Platt and Rose bowed out in semifinals, and juniors David Enrich and Geddes Golay lost in the octofinals after a strong 5-1 preliminary record. Bund, Murakami, and Rose each collected a speaker award.

Policy debaters participate in two-on-two argumentation on public policy against students from high schools across the nation. This year's topic concerns American foreign policy toward the People's Republic of China. "I find the topic to be rather stimulating as it gives the whole team a chance to explore our foreign policy in depth," Platt explains.

The Lincoln-Douglas debate team also got off to a great start this year with senior co-captain Irene Tung reaching the semifinal round of the prestigious Yale University tournament. L-D debate pits two individuals against each other in discussion of values. The September/October resolution concerns the rights of athletes with disabilities to have the same competitive opportunities as their able-bodied counterparts. The resolution, which was sponsored by the Special Olympics, has generated considerable political controversy in the debate community because many view the highly unusual sponsorship as a move to "buy off" what is supposed to be objective academic discourse.

A group of strong junior and sophomore debaters promises to keep the entire team at its usual high level of performance. With a record 52 novices, the team appears to be set for the next few years, and Coach Les Phillips can be seen happily handing announcements to Principal Philip Lanoue almost every Monday to publicize the latest conquest of the debate team.

# Realities of senior year revealed in lost diary

*SENIOR- from Page 3*

the beginning of my three consecutive free blocks. Attempting to resist the urge to return home and go back to sleep, I go to the nurse's office to pick up some complimentary condoms and fall asleep on one of the inviting vinyl benches.

**"I go to see my counselor and we compile a list of potential schools that range in academic reputation and location from Amherst College to UMass Amherst."**

*-Anonymous senior*

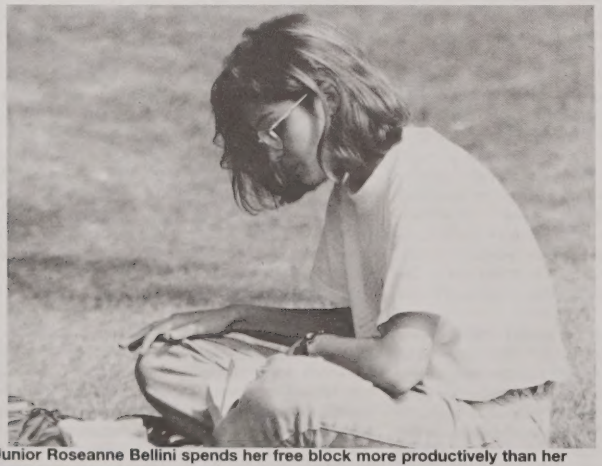
*Two weeks later*

Excited to see if my college recommendations have arrived, I ask Mrs. Russo to look through my file. She informs me that my folder is empty. Caught a little off guard, I inquire about the status of my recommendation from Peg Dyro. The registrar stares at me for about fifteen seconds, then laughs. "Are you joking? Come back in January." A little disheartened, I go to sign up for the SATs again. My parents told me that if I didn't break 1500 with the new recentering, I would be disowned. Next I go to the Ultimate Frisbee Club meeting to see what it is all about. Hmmm!

*October 10*

Having taken physics, calculus, three SAT prep courses (Princeton, Kaplan, and LHS' very own hosted by Mr. Irwin), I find that senior year presents few challenges. This has allowed me to spend more time at Mobil, visiting colleges, and sleeping. I go to see my counselor and we compile a list of potential schools that range in academic reputation and location from Amherst College to UMass Amherst. Behind me in line is a debater who is already in jeopardy of missing more than 25% of his English classes. Upon leaving, I run into Leo the janitor in the hall. I can't resist asking the question which has bothered me my whole high school career, "Leo, why do you wear both a belt and suspenders?"

*If anyone knows the identity of the author of this diary, please contact the* Musket *staff as soon as possible. You may need psychological assistance.*



**Junior Roseanne Bellini spends her free block more productively than her senior counterparts ever do.**

*photo by Joe Yoon*

**Under the leadership of senior Lisa Rycroft, the girls' soccer team hopes to come back from a disappointing start.**

*file photo*

# Soccer teams cope with challenging seasons

**by**
**Matt Finkelman**

Though their records do not show it, the Lexington boys' and girls' soccer teams have played solidly to start their respective seasons. Both teams have displayed a tremendous amount of effort. Unfortunately, however, the boys have posted a 3-6-1 record while the girls have managed only a single win, going 1-7-1 so far this season.

An example of solid play which failed to yield a victory came in the boys' team's recent 1-1 tie against Watertown. The Minutemen dominated in all facets of the game. They were only denied the win by several bad breaks occurring at crucial moments in the game and by what the Lexington squad perceived to be highly questionable officiating.

It was evident from the start of the game that this was not going to be Lexington's day. Only three minutes into the contest , sophomore sensation Shawn Williams unleashed a bullet that the Watertown goalie stabbed and tipped just over the net. After a few more near misses, sophomore Ethan Fried took a pass from senior Carmine Rullo and put in a goal at 23:45 off a sweet crossover dribble.

The celebration was short-lived. Soon after Fried's goal the referee made a controversial penalty call on senior captain Anson James. From the sideline it appeared that James and the Watertown player barely touched one another and that James had not initiated this contact. But the disputed call stood, and Watertown scored on the resulting penalty kick. Even though the Minutemen kept the ball in the Watertown zone the rest of the game, they were unable to score and the final result was a tie.

**"It's only a matter of putting everything together for the rest of the season, and we'll be in the tournament."**

*-Senior Curtis Teixeira*

Meanwhile, the girls' squad was struggling with an unfortunate obstacle of its own--an extremely difficult schedule. The Middlesex League is exceedingly tough this year, boasting several top teams including Winchester, a squad which ranks second in the nation. While playing with much heart, thus far in the season the girls have little to show. In eight games this season they have been able to muster only a single victory.

Perhaps the best example of the team's determination came in the game against Winchester. Though Lexington kept the game close with solid defense and some spectacular blocks by sophomore Andrea Pawliczek (15 saves), the deep and talented Sachems were simply an overwhelming force. In the end the girls were shut out by a score of 5-0. But Lexington turned in a far better performance than the score might suggest. The team fought to the very end and refused to roll over and die.

The boys' team has also managed to bounce back from its disheartening tie with Watertown, and from injuries to key players junior Jed Berger, senior Curtis Teixeira and sophomore Alex Samuels. Their turnaround was marked by a recent 2-0 dispatching of Melrose.

With Samuels still out with a fractured thumb, Teixeira and Berger were back in the lineup to face Melrose and catalyzed the victory. The ultra-quick Teixeira scored both goals while Berger was impeccable in net to secure the win.

"It's only a matter of putting everything together for the rest of the season, and we'll be in the tournament," says a confident Teixeira.

# Athletic funding limited but fair

## *Commentary on booster controversy*

**by**
**Jonathan Schwartz**

There is no "Booster" issue at LHS. An anonymous letter to the *Musket* last May raising questions about the Athletic Department's allocation of funds to sports teams was based wholly on false information. Insinuations of favoritism practiced by Athletic Director Brian McNally towards certain popular sports, varsity boys' basketball in particular, were unsubstantiated, made without ever consulting the parties involved.

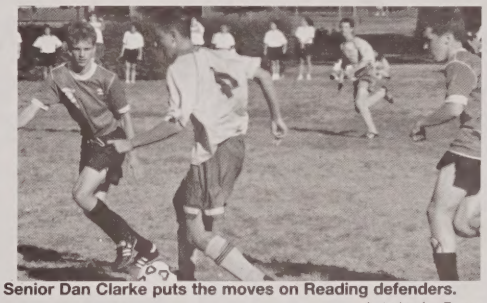
The sports teams which have typically received the highest level of exposure, football, basketball, hockey, and baseball, have received no preferential treatment, but have suffered the same cuts all school sports have taken. "When I came here in 1975, I had a $1000 budget, now it's $650. We're the only varsity squad in Massachusetts which doesn't have two uniforms, and we've got to ask the parents to buy them for us," varsity basketball coach Bob Farias states. Also, one of the teams cut due to last year's budget crunch was the sophomore boys' basketball team. Farias adds, "It used to be that if a kid wanted to play, he would have a team to play on. Now for the first time we've had to cut 25 kids."

The actual gate money raised at all sports is pooled into a general athletics account. Costs for busing, officials, equipment, gate personnel, and police are all paid out of this account. Department funds are used solely for the purpose of providing each sport's basic needs and are allocated with no respect to the sport's level of exposure. When a sport has a male and a female team, funding is almost identical for each.

There is no room allowed in the budget for any team expenses beyond those that are completely necessary. As a result, items such as team trips, jackets, pants, hats, and warm-ups must be purchased out of the team's own money. All of these funds are raised from parents, boosters, local businesses, and concessions. It is only in this area where high profile teams benefit from their popularity, and it is completely out of the school's control. Booster organizations are run independently from the Athletic Department, often with little input from coaches.

This policy also applies to the varsity basketball team's February trip to Florida. All of the money to subsidize this trip came from parents and fundraising. In the end, it costs each player approximately $400, with chaperones paying all their own expenses.

"I have a no-frills budget," said Athletic Director Brian McNally, whose funds were cut $100,000 last year, "even though we raised the user fees, we were not allowed to raise them enough so as to make up for all the money we lost." Contrary to the anonymous author's belief, there is no money to spread around to favored teams, even if anyone wished to do so.



**Senior Dan Clarke puts the moves on Reading defenders.**

*photo by Jay Premack*

**Senior captains Amy Porter and Lili Anderson have led the field hockey team to victory time and time again.**

*file photo*

# Field hockey hungry for title

**by**
**Kara McManus**

This could be the year that the Lexington High School girls' field hockey team captures the Middlesex League title from perennial powerhouse Watertown. As of October 5 the Minutemaids were ranked number two in the Middlesex League with an impressive 7-1-1 record.

The Minutemaids gained their first win in an away game against Wakefield in which the final score was 4-0. The excellent defense played by senior backs Valerie Pacocha and Michelle Guinane, the scoring of senior forward Amy Porter, the mixture of defense and offense displayed by senior link Lili Anderson, and the goal tending of Kyoko Yamamoto helped the Maids begin the season with a well-deserved win..

The Minutemaids' first home game also resulted in a win, this time against the Winchester Sachems. With their skillful offensive and defensive moves, junior Becky Pawlak and senior Katrina Zorka played important roles in this victory.

The most disappointing game so far this season was a heartbreaking loss to Watertown. However, the 1-0 score indicated that Watertown is far from invincible this year. The only goal scored in the game was scored in the first ten minutes by Watertown sophomore Jane Rogers. Senior captain Amy Porter commented, "In the first half of the game against Watertown we seemed to be playing tentatively. But in the second half the team really settled down and we started to play our own game"

Following the loss to Watertown, the Minutemaids traveled to Reading. After posting a 1-0 lead early in the first half, Reading held Lexington scoreless. However, in the second half, the Maids, backed by the defense of senior Heather Rizzo and the offense of senior forwards Lisa D'Antuono (two goals) and Katie Howe, battled back to finish with their first tie of the season.

The Maids also compiled two more wins that week, one against Melrose and another against Stoneham. The Minutemaids beat Stoneham by a score of 6-1. Seniors Kristin Silva and Millie Roy played excellent defense, while seniors Morgane Landel, Stephanie Berman, and Alissa Menovich all played a large part in spurring the offense to six goals.

The Melrose game was a big win for Lexington as they came home with a 2-0 victory. Excellent goal tending was displayed by senior goalie Catherine Himmel. Senior Gen Bartels played particularly well in this game, helping a great deal on offense. Sophomores Kara McManus and Allison Stebe aided in the win as well.

It is the hope of the team, as well as of Coach Sandra Curt, that the second half of the season will be even more successful than the first.

Senior Sean D'Abbraccio is a big reason for Lexington football's success early in the season.

*photo by Jay Premack*

# After loss, football looks toward successful season

**by**
**J.R. Rudman**

Despite their lackluster performance in a 24-0 loss to Middlesex league rival Wakefield, the LHS Minutemen have done well for themselves this year, fashioning a 2-1 record to start off the season.

When the Minutemen squared off against the Warriors from Wakefield in the first game of the season at Crumb Memorial Field, both teams knew what was at stake. Each had a perfect 2-0 record, and therefore each knew that one team would have to accept its first loss of the season. Unfortunately for the Minutemen and their hometown crowd, it quickly became apparent that Wakefield had the upper hand in this match-up.

The Warriors' defense, which has yet to let up a score this year, completely shut down the Minutemen's previously formidable rushing game. It forced Lexington to go to the air, a maneuver that resulted in four Lexington turnovers in the first half, with three of them resulting in points for the Warriors. When the dust cleared at the end of the first half of play, the Minutemen found themselves with a combined total of a single yard on the offensive end. The Warriors had also managed to rack up 24 first-half points, a total that would carry them to victory.

Lexington coach Bill Tighe was reflected on his team's first loss of the season. "We lost to a much better team," Tighe said. "No excuses. We played very flat football. Our kids didn't respond to this game."

One year after Lexington's surprise upset of Woburn, the teams faced off again in the league opener for both teams, and the contest met with similar results. The Minutemen got things off to an explosive start when senior safety-wide receiver Darnell Hite took a reverse from junior quarterback Erik Foley and sped 60 yards down field for a touchdown and an early 7-0 lead. The Tanners knotted the score at 7 with a one-yard dive, and the score stayed the same for the remainder of the half.

If the Tanners thought they had seen the best of what the Minutemen had to offer, they were in for a surprise. Lexington proceeded to drive 56 yards down the field on the team's first drive of the second half, and the Minutemen took a 14-7 lead when senior running back Sean D'Abbraccio dashed 20 yards for a touchdown. Woburn still had a chance to tie things up with a fourth drive, two minutes remaining in the game, and the ball on Lexington 31. It was fourth down and four for the Tanners, and Lexington needed a stop to ensure victory. That's just what they got as senior tackle Peter Herman blasted through the Woburn line and sacked the Woburn quarterback for a ten yard loss on the play. The ball was returned to the Minutemen, and the game was effectively over.

The victory over Woburn made for an especially sweet week for the Minutemen as they were coming off thrashing Concord 19-0 on Friday, September 15 . In this contest the Minutemen relied almost completely on their rushing game, and put the ball into the hands of D'Abbraccio and junior Kevin DeFrancesco. The two backs responded, rushing for 214 combined yards (127 for D'Abbraccio and 87 for DeFrancesco) and 2 of the team's 3 touchdowns.

# Cross-Country off and running in early going

**by**
**Michael Hemond**

The LHS boys' and girls' cross-country teams have been tested in their first few meets against Belmont, Woburn, Wakefield, Winchester, and Watertown. Both squads have faced stiff opposition, but after two weeks of competition the boys' team's record stood at 3-2 while the girl's team's record rested at 4-1.

The girls' team opened the season with a decisive win at home against Belmont. Lexington put an experienced group of returning juniors and seniors on the starting line and proceeded to an impressive win, 20-35. The varsity team took down Belmont with the 1-2-3 punch of juniors Kristen Johansson (20:02), Sarah Day (20:23), and Ellen Humphrey (20:29) who were the first three runners to finish the race. Junior Chi-An Wang (21:27) and senior tri-captain Jantrue Ting (21:27), placed sixth and eighth respectively to seal Belmont's fate.

The boys' team's performance against the Maurauders was equally impressive despite the fact that the varsity lineup was composed largely of first-time runners. Lexington captured six of the top eight places, cruising to a 20-39 victory. Junior Aaron Adler (16:23) took first place after sacking Belmont ace runner Derek Cunningham in a grueling head-to-head competition. Senior tri-captain Dave Myung (17:20) and junior Tim Calvin took third and fourth places while sophomore Ben Ruquist (17:38) and junior Josh Coffin (17:48) held the sixth and seventh places for Lexington.

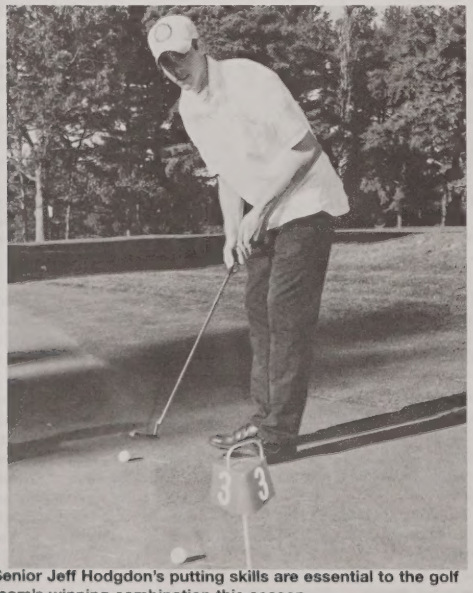
Neither team fared as well three days later in a double-dual style meet at Woburn which pitted Lexington against Woburn and Wakefield simultaneously. Giving their squad a resounding 15-47 victory, the girls' top five varsity runners (Johansson 20:09, Day 20:24, Humphrey 20:47, Ting 21:22, and Wang 21:46) managed to place before a single Wakefield runner came in. However, the same five were edged out by three Woburn runners and the team went down in a slim 25-30 loss.

Despite high hopes, the boys were disappointed by a 24-32 loss to Wakefield and a 22-34 defeat to Woburn. Adler (17:17) was only able to snag sixth place overall, and, despite strong performances all around, Calvin (17:37), sophomore Daren Repici (17:42), Ruquist (17:49), senior John Paul Mahoney, and the rest of the varsity team were unable to make for places lost to the lead runners of Woburn and Wakefield.

Both teams bounced back from the difficult meet at Woburn to record impressive victories over Winchester and Watertown in a double dual style meet in Winchester. The boys defeated Winchester by a score of 20-41 and Watertown by a 15-50 margin, while the girls took Winchester 27-29 and Watertown 21-40.

Senior Petra Hagenah goes in for the kill ...even during practice.

*file photo*



Senior Jeff Hodgdon's putting skills are essential to the golf team's winning combination this season.

*file photo*

# Swimmers enjoy life in the fast lane

**by**
**Monica Roy**

LHS may have to adapt to the sound of an incredibly loud team of girls rolling into the G-House student parking lot singing "we're undefeated." Fall 1995 has brought a girls' swim team packed with talent. After four meets, including matches against Belmont and Reading, the toughest squads in the Middlesex League, Lexington's record stood at 4-0.

Coming out of their most successful season in years, the team looked strong with many returning seniors such as distance swimmer Jeanine Seeger, sprinter Flavia Gnecco, and breaststroke specialist Monica Kung. Juniors Carissa Carter, Amy Seaquist, and Sarah Hartman have been very tough on Middlesex League opponents, while sophomore backstroker Meghan Murphy still has one of the top times in the league.

The team also has many new and promising freshmen, including 500 freestyle swimmer Kelly Archidiacano, who fills the gaping hole left by class of 1995 swimmer Jen Berg. Coach Donna Cerrato states, "The team looks really great this year. All of the new swimmers look good. We may be able to repeat last year's performance."

The season started off on a difficult note with two tough meets against Belmont and Reading, teams that had been training longer. Furthermore, both teams had diving squads, which meant that Lexington started the meet with a 13 point disadvantage.

Despite these apparent disadvantages, the Belmont meet started off in Lexington's favor with the 200 medley relay team placing first. After winning almost every event, the LHS team clinched a huge victory, winning 97-86.

In the wake of this win, the Lexington girls traveled to Reading, where they won despite Reading's head start from its diving team. The 200 medley relay team consisting of Murphy (backstroke), Kung (breaststroke), Carter (butterfly), and Gnecco (freestyle) duplicated their impressive performance, turning the table in Lexington's favor. Lexington went on to win nearly every event and defeated Reading by 74-67.

## Varsity Scoreboard

*as of October 13, 1995*

| Team | W-L-T |
|---|---|
| Cross Country | |
| Boys' | 4-3 |
| Girls' | 6-1 |
| Field Hockey | 9-1-3 |
| Football | 3-1 |
| Golf | 5-2-2 |
| Soccer | |
| Boys' | 3-8-1 |
| Girls' | 3-7-2 |
| Girls' Swimming | 6-0 |
| Volleyball | 8-4 |